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ABSTRACT

This curriculum guide is designed to provide teachers with a tool for planning an instructional program in health and safety based on the Texas Education Agency essential elements and the goals and objectives of the Fort Worth Independent School District. The guide includes a statement of philosophy and broad goals and objectives. Scope and sequence charts display the core content of each subject and how this content builds or develops over the span of various suggested teaching activities, assessment types, and reteaching and enrichment ideas. Sample units show the instructional planning process, i.e., the kind of thinking that teachers engage in as they plan instruction. Included are bibliographies, annotated lists of school and community resources, reading lists, and other instructional resources. (JD)

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GRADE ONE

- HEALTH
- SAFETY

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GRADE ONE

- HEALTH
- SAFETY

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Safety

Teacher Response Form

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from the desk of the

Superintendent

"Today's schools shape tomorrow's society."

*"The challenge ... is to prepare **all** students to participate in further education and to become productive employees..."*

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare **all** students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R. Roberts
Superintendent of Schools
August, 1989

To The Teacher:

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition.

Over the past two years, the curriculum staff and teachers have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

". . . this document includes a statement of philosophy and broad goals. . . objectives . . . scope and sequence . . . instructional planning guides which include teaching activities [and] sample units . . ."

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or courses, Prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content builds or develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types**, and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies**, annotated lists of school and community **resources, reading lists**, and other instructional resources.

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach, Assistant Superintendent
Instructional Planning and Development

Nancy Timmons, Director
Curriculum

August, 1989

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

This document was prepared through the efforts of many individuals who devoted valuable time to planning, critiquing, and revising its components. The curriculum writing team was composed of local educators from all grade levels who met periodically over the last several months to coordinate and integrate their individual efforts. Their devotion to the task deserves special appreciation. Members of the writing team are as follows:

Authors

Robin Adams, East Handley ES
Janet Babb, Natha Howell ES
Teddie Barner, Dunbar HS
Becky Bevill, Circle Park ES
Mildred Bogle, Leonard MS
Beverly Butler, Wedgwood MS
Mark Chrisman, South Hi Mount ES
Ellen Covici, Howell ES
Jo Eggleston, Southwest HS
Kathy Harmon, South Fort Worth ES
Catherine Hoera, Trimble Technical HS
Sandra Honc, D. Hill-Jarvis HS
Sara Leonard, Denver Avenue ES
Sharon Massey, Dunbar MS
Joeanna McCoy, Wyatt HS
Carolyn Ramirez, Nash ES
Jo Cyel Rodgers. Glencrest MS
Wanda Sanders, Forest Oak MS
Jinx Thompson, South Hi Mount ES
Rob Tomberlin, Phillips ES
Melora DeVries, Westcliff ES
Susan Wehrmann, McLean MS

Polly Stringfield, Program Director
Health Education

HEALTH EDUCATION
GRADES PK-12

PHILOSOPHY

Health education today has progressed from a program which focused primarily on anatomy and hygiene to one which focuses on wellness--the optimal level of health to which an individual can aspire. Students in the health education program are provided an opportunity at all grade levels to take responsibility for their own health. The program helps students to make positive, informed, and accurate decisions on matters important to their well-being.

Current facts in the following areas of health education are offered at all levels: mental health, family and social health, physical growth and development, nutrition, exercise and fitness, drugs, communicable and non-communicable diseases, and consumer and environmental health. The concepts presented within each area allow for individual differences at each grade level while providing for continuity throughout all grades.

In the early grades students concentrate on self-awareness, developing positive attitudes and behaviors, and making healthy decisions. In the middle grades students are provided more opportunities to develop self-esteem and to learn to cope with the problems of becoming adolescents. Students in the higher grades learn to use problem-solving techniques to develop a healthy self-concept, to make responsible decisions, and to practice life management skills that could afford them a long and healthy life.

HEALTH EDUCATION
GRADES PK-12

RATIONALE

The purpose of this guide is to provide teachers a tool for planning instruction in health education based on Texas Education Agency essential elements and Fort Worth Independent School District goals and objectives. This publication is not designed to be a restrictive document; rather, it should assist teachers in guiding students to learn to make discriminating decisions in matters relating to health, to live healthfully, and to support family and community health programs. The guide should assist teachers in planning and delivering instruction which will promote mastery of a common core curriculum by all students and, at the same time, provide for curricular differentiation to meet the needs of special populations.

GOALS

1. The learner will apply concepts and skills that foster individual personal health and safety.

2. The learner will apply health-related concepts and skills that involve interaction between individuals.

3. The learner will apply health-related concepts and skills that affect the well-being of people collectively.

Health
GRADE ONE
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS
A. PERSONAL HEALTH	
Evaluate the importance of responsible decision making toward personal health care	
1. Relate bones, muscles, and joints to posture	1Aiv
2. Establish daily health care schedule including care of eyes, ears, and teeth	1Ai,ii,iii
3. Follow correct emergency procedures	1B,C
B. MENTAL AND SOCIAL HEALTH	
Describe positive approaches to handling a wide range of emotions	
1. Demonstrate respect for self and others	1Avi,2B
2. Exhibit positive attitude toward self and others	1Avi,2B
C. ENVIRONMENTAL AND COMMUNITY HEALTH	
Identify factors which influence environmental and community health	
1. Explain the meaning of "environment" and "pollution"	1C,3
2. Recognize causes and effects of pollution	1C,3
D. PHYSICAL FITNESS	
Relate the concept of physical fitness to a healthy body	
1. Identify activities that promote physical fitness	1Aiv
2. Tell how physical activity contributes to the growth of muscles	1Aiv
E. NUTRITION	
Examine the major concepts of nutrition	
1. Explain the need for a variety of food	1Av
2. Explore the sensory characteristics of food	1Av
F. DISEASES	
Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases	
1. Recognize the relationship between germs and disease	2A
2. Identify the role of immunization, such as flu shots, in disease prevention	2A

THE LEARNER WILL:	ESSENTIAL ELEMENTS
G. GROWTH AND DEVELOPMENT	
Explore the stages of human development from birth to adulthood	
1. Recognize personal growth and data including age, height, and weight	1Avi
2. Name the basic body systems	1Avi
3. Identify the five senses	1Avi
H. SAFETY AND FIRST AID	
Exhibit responsible behavior toward the prevention of accidents and the care of injuries	
1. Execute school emergency drills correctly	1C
2. Distinguish between safe and unsafe behavior at home and at school	1C
3. Explain how and when to dial emergency phone numbers	1C
4. Identify safety hazards at home and school	1C
I. DRUGS	
Make responsible decisions toward the use and abuse of tobacco, alcohol, and other common drugs	
1. Name the harmful drugs that are illegal including alcohol, marijuana, and tobacco	1D
2. Explain why illegal drugs are wrong and harmful to use	1D
3. Distinguish between drugs and nondrugs	1D
4. Identify safety rules for taking any drug (adult supervision, safety caps, etc.)	1B,D

Health Grade 1
RECOMMENDED COURSE SEQUENCE

Sequential Objectives* (Essential Elements)	Resources
The first five objectives are to be taught first.	*HBJ Health*, A Resource for Teachers, Grade 1
A. PERSONAL HEALTH	
Evaluate the importance of responsible decision-making toward personal health care	
1. Tell how bones, muscles, and joints contribute to posture (1Aiv)	51
2. Establish daily health care schedule including care of eyes, ears, and teeth ((1Ai, ii, iii)	20-23; *Heart Explorers* Amer. Heart Assoc., 109
3. Follow correct emergency procedures (1B, C)	
B. MENTAL AND SOCIAL HEALTH	
Describe positive approaches to handling a wide range of emotions	
1. Demonstrate respect for self and others (1Avi, 2B)	8-9, 138-139
2. Exhibit positive attitude toward self and others (1Avi, 2B)	8-9
Objectives C. 1 and C. 2 are to be taught in sequence when the unit on Environmental and Community Health is taught.	
C. ENVIRONMENTAL AND COMMUNITY HEALTH	
Identify factors which influence environmental and community health	
1. Explain the meaning of "environment" and "pollution" (1C, 3)	126
2. Recognize causes and effects of pollution (1C, 3)	126-127
Objectives F. 1 and F. 2 are to be taught in sequence when the unit on Diseases is taught.	
F. DISEASES	
Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases	
1. Recognize the relationship between germs and disease (2A)	62
2. Identify the role of immunization, such as flu shots, in disease prevention (2A)	65
Objective H. 4 is to be taught before Objective H. 1 under SAFETY AND FIRST AID.	

***Certain objectives are taught throughout the course/grade level.**

Sequential Objectives* (Essential Elements)	Resources
H. SAFETY AND FIRST AID	
Exhibit responsible behavior toward the prevention of accidents and the care of injuries	*Choosing Good Health*, Grade 3
4. Identify safety hazards at home and school (1C)	104
1. Execute school emergency drills correctly (1C)	107
2. Distinguish between safe and unsafe behavior at home and at school (1C)	104-108
3. Explain how and when to dial emergency phone numbers (1C)	109

Sequential Objectives* (Essential Elements)	Resources
I. DRUGS	
Make responsible decisions toward the use and abuse of tobacco, alcohol, and other common drugs	
1. Name the harmful drugs that are illegal including alcohol, marijuana, and tobacco (1D)	76-78, 92; *Heart Explorers*, Amer. Heart Assoc.
2. Explain why illegal drugs are wrong and harmful to use (1D)	92
3. Distinguish between drugs and nondrugs (1D)	90
4. Identify safety rules for taking any drug (adult supervision, safety caps, etc.) (1B, D)	91
D. PHYSICAL FITNESS	
Relate the concept of physical fitness to a healthy body	
1. Identify activities that promote physical fitness (1Aiv)	48; *Heart Explorers*, Amer. Heart Assoc.
2. Tell how physical activity contributes to the growth of muscles (1Aiv)	48; *Heart Explorers*, Amer. Heart Assoc.
E. NUTRITION	
Examine the major concepts of nutrition	
1. Explain the need for a variety of food (1Av)	34; *Heart Explorers*, Amer. Heart Assoc.
2. Explore the sensory characteristics of food (1Av)	34; *Heart Explorers*, Amer. Heart Assoc.
G. GROWTH AND DEVELOPMENT	
Explore the stages of human development from birth to adulthood	
1. Recognize personal growth and data including age, height, and weight (1Avi)	6
2. Name the basic body systems (1Avi)	*Choosing Good Health*, Grade 3, 34-48; *Heart Explorers*, Amer. Heart Assoc.
3. Identify the five senses (1Avi)	47

***Certain objectives are taught throughout the course/grade level.**

SCOPE AND SEQUENCE--HEALTH PK-5

SCOPE AND SEQUENCE--HEALTH PK-5

Gr.	Personal Health	Mental and Social Health	Environmental and Community Health	Physical Fitness	Nutrition
PK-K	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Chilldhood Scope and Sequence	See Early Childhood Scope and Sequence
1	Tells how bones, muscles, and joints affect posture Establishes daily health care routine (eyes, ears, and teeth)	Demonstrates respect for self and others Exhibits positive attitude toward self and others	Explains "environment" and "pollution" Recognizes causes and effects of pollution	Identifies fitness activities Relates muscle growth to fitness	Explains need for food variety Explores sensory characteristics of food
2	Explains how physical activity contributes to posture Participates in healthful activities Differentiates among health professionals	Identifies various emotional states Recognizes consequences of own behavior Identifies situations that demand decisions	Identifies media advertisers Points out ways society helps the handicapped Identifies health services that protect the environment	Identifies fitness activities Identifies ways to maintain fitness	Relates dietary fads to advertisement Explains relationship between nutrition and healthy teeth Identifies effects of food habits on general health
3	Demonstrates correct posture Practices daily personal health care Relates consumer buying to personal health care procedures	Describes various personal emotions Recognizes effects of feelings on self and others Recognizes the importance of a healthy body	Identifies community health services Lists causes of pollution • water • land • air	Compares physically active and sedentary bodies Describes benefits of fitness Establishes daily fitness routines	Classifies food groups Relates nutrition to healthful snacks Relates food choices to personal health
4	Develops list of daily health care habits Explains need for health care during childhood	Identifies positive ways of expressing emotions Differentiates between appropriate and inappropriate ways to express emotions	Distinguishes between individuals and agencies who provide health services Lists causes of noise, air, and water pollution Relates pollution control to disease prevention	Describes effects of vigorous exercise on body systems • circulatory • respiratory Relates physical activities to fitness	Identifies basic nutrients Develops balanced meal plans Describes energy needs in terms of calories
5	Identifies oral disorders Describes common hearing and vision problems Relates use of consumer products to personal health care	Distinguishes between responsible and irresponsible behavior Identifies various ways to build trust Gives examples of risk-taking behavior	Differentiates between natural and man-made disasters Describes effects of pollution on health (physical, mental, social) Identifies personal responsibilities for protecting environment	Describes factors involved in physical and mental fatigue Describes benefits of aerobic and anaerobic exercise Identifies functions of the cardiorespiratory system	Identifies sources of key nutrients Relates disease prevention to good nutrition Distinguishes between natural and artificial items on food labels Evaluates a menu

SCOPE AND SEQUENCE--HEALTH PK-5

Diseases	Growth and Development	Safety and First Aid	Drugs	Gr.
See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	PK-K
Recognizes relationship between germs and disease Identifies role of immunizations in disease prevention	Recognizes personal growth data • age • height • weight Names basic body systems Identifies five senses	Executes school emergency drills Distinguishes between safe and unsafe behavior (home, school) Explains how and when to use emergency phone numbers Identifies safety hazards (home, school)	Names harmful drugs Explains why illegal drugs are wrong and harmful Distinguishes between drugs and nondrugs Identifies safe use of drugs	1
Defines communicable disease Identifies common communicable diseases Recognizes common causes of communicable diseases Identifies personal health habits that help prevent disease	Examines skin characteristics Identifies major physical growth factors (climate, personal habits, diet) Names internal body systems	Identifies dangerous behaviors (pedestrian, bicycle) Demonstates proper care of minor injuries Recognizes need for help for illness or injury Explains role of school safety patrol	Recognizes benefits and limitations of medicines Recognizes wrong and harmful use of illegal drugs Lists reasons why people use drugs	2
Distinguishes between communicable and non-communicable diseases Identifies major causes of communicable diseases Identifies methods of preventing disease Relates disease to wellness lifestyle	Compares physical characteristics of various cultures Applies concepts of cells to body systems • skeletal • muscular • nervous	Identifies dangerous behaviors (pedestrian, bicycle) Identifies helpful street signs Demonstrates knowledge of basic first aid procedures Describes methods of accident prevention (home, school, community)	Describes wrong and harmful use of illegal drugs Lists outcomes of illegal drug use Explains how a medicine can be both helpful and harmful	3
Identifies symptoms and treatment of common cold Identifies factors which promote the spread of diseases Describes treatment and prevention of diseases (communicable, non-communicable)	Explains individual growth rate Explains importance of digestive and endocrine systems Identifies anatomy and function •eyes •ears •teeth	Distinguishes between emergency and non-emergency procedures Identifies unsafe behavior (playground, crosswalk) Outlines procedures for escaping disasters (fires, tornadoes)	Explains the wrong and harmful use of illegal drugs Lists harmful outcomes of drug abuse(school achievement, personal health, family well-being) Identifies influence of advertisements on drug use Describes effects of peer pressure	4
Identifies factors which promote the spread of disease Describes common fatal diseases Relates infections to disease • bacterial • viral	Describes anatomy and function of systems •cardiovascular •respiratory •urinary •reproductive Identifies life cycle stages Recognizes role of living cells Identifies changes during puberty	Classifies accidents according to type • burns • fractures • cuts	Describes wrong and harmful outcomes of illegal drugs Identifies basic laws governing drugs Recognizes problems with misuse of over-the-counter drugs Cites examples of promotional drug advertisements	5

Health
GRADES PK-5
RECOMMENDED TIME ALLOCATION

The Texas Education Agency *State Board of Education Rules for Curriculum* state that "...the school district shall provide instruction in the essential elements." The state and local requirements for health instruction in the elementary grades are listed below.

Grade	State (TEA)	Local (FWISD)
Prekindergarten-Kindegarten	See Early Childhood Curriculum Document	See Early Childhood Curriculum Document
Grades 1-2	Weekly	Equivalent of 75 minutes per week
Grade 3	Weekly	Equivalent of 45 minutes per week
Grades 4-5	Equivalent of 60 minutes per week	Equivalent of 45 minutes per week

HEALTH EDUCATION, GRADE 1

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 1: RELATE BONES, MUSCLES, AND JOINTS TO POSTURE

Resources

HBJ *Health* p. 51

Copying Master 16

Handouts 1, 2.

TEACHING ACTIVITY: Write muscles, bones, joints, on the chalkboard. Explain that poor posture can make muscles work harder and can often make a person feel tired. Tell students that holding the body upright while sitting, standing, and walking can help them feel better. Tell the students that exercising (bent-knee situps, side bends, and straight-knee toe-touches) helps to make the stomach and back muscles stronger. Tell the students that poor posture also causes the bones to be out of line. Write the word posture on the board. Explain that posture is the way you stand, walk, and sit; that your back should be straight to have good posture; and that good posture makes you look healthy.

Pass out HBJ copying master 16, "Good Posture." Guide students through the activity. Pass out the student handout, "What Holds You Up." Discuss the role of bones in providing posture. Have students complete the student handout, "What Gives Me My Shape."

Assessment: Determine that the students understand how bones, muscles, and joints relate to posture by having the students write "Yes" or "No" to the following oral questions.*

1. Good posture is important to good health.
2. Poor posture makes muscles work easier.
3. Exercise can help maintain good posture.
4. Poor posture can make a person feel tired.
5. Good posture makes you look bad.
6. Poor posture strains the muscles and joints.
7. Poor posture assures that the bones are out of line.

* Modification: 1) Teacher reads statement--Children put thumbs up for correct statements and thumbs down for incorrect statements.
2) Make this a "fill in the blank" by leaving out key words.

RETEACHING ACTIVITY: Have students feel their muscles, bones, and joints as they bend over and stand up. Then, have students choose a partner and have partners observe each other in a poor posture and in a good posture position. Students will name some muscles, bones, and joints which change position during movement.

EXTENSION: Have students imagine what a body would be like without any bones. Have them describe verbally and demonstrate with their own bodies. Repeat the activity using muscles and joints.

WHAT HOLDS YOU UP?

WHAT HOLDS YOU UP?

Do you know what a rag doll is? It's a doll that's soft and floppy. A rag doll can't stand up itself.

You can guess why. A rag doll has no bones inside to help hold it up. You can stand up without being held by someone. One reason is that your body has a framework of bones inside. We call this framework of bones your skeleton. Your skeleton begins with your head and goes down to your toes. It helps you stand. And it helps hold your body together.

Name_____Date_____

What Gives Me My Shape?

Sometimes at Halloween we scare people with play skeletons. But we shouldn't be afraid of skeletons. A skeleton cannot do anything by itself. It can only move inside of you and me.

I have to have a skeleton! If I did not, I would be floppy like a jellyfish! My skeleton gives me my shape. It also protects the soft parts inside of me.

My skeleton is made of over 200 bones. They are locked together, but can still move. My bones are made of cells. They are alive and growing bigger every day!

1. Why shouldn't you be afraid of a skeleton?

_____

_____

2. When can skeletons move?

_____

_____

Student Handout
Teaching Activity (A:1)
Health 1

3. About how many bones do you have?

_____

4. Why do we have skeletons?

_____

_____

_____

5. Why can your skeleton get bigger?

_____

_____

6. What would you be like without a skeleton?

_____

_____

TRY THIS: Feel to find your ribs, your backbone, your jaw. What other bones can you feel on your skeleton?

HEALTH EDUCATION, GRADE 1

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 2: ESTABLISH DAILY HEALTH CARE SCHEDULE INCLUDING CARE OF EYES, EARS, AND TEETH

Resources

TEACHING ACTIVITY: Present "Teaching the Lesson" section in HBJ Health, p. 21. Discuss with students the importance of establishing a routine or schedule to follow daily. Explain to students that acid which attacks the enamel of the teeth is produced from the contact between the normal bacteria in the mouth and the sugary sweets they eat. So, teeth need to be cleaned regularly.

HBJ Health p. 21

Copy Master 6

RETEACHING ACTIVITY: Have students participate in the activity in "Teaching the Lesson" section in HBJ Health, p. 23. Discuss with students the importance of sitting proper distance (10 ft. or more) from television. This prevents strain on their eyes.

Student Handout

Have students complete the handout "Main Idea" activity.

Assessment: Have students put thumbs up for "yes" and thumbs down for "no" to indicate appropriate answers to the following questions:

1. Are front teeth used for chewing?
2. Do you lose your baby teeth?
3. Do permanent teeth come in first?
4. Can you keep your teeth clean?
5. Should you eat sugary sweets?
6. Do bacteria and sugar produce acid?

Distribute handout "Eyes and Ears." Have students write answers in the blanks.

Student Handout

EXTENSION: Read to the students "The Loudest Noise in the World" (Scott, Foresman, Level 7, Grade 3). Have children predict what the loudest noise will be.

City Spaces, Scott, Foresman

Name _____ Date _____

ACTIVITY: MAIN IDEA

You should take care of your eyes and ears. You should protect your eyes from the sun. You should protect your ears from loud noises. You should get the doctor to check your eyes and ears. Please take care of your eyes and ears.

What is the main idea?

- Protect your eyes from the sun.
- Protect your ears from loud noises.
- Take care of your eyes and ears.

Name_____ Date_____

EYES AND EARS

eyes	ears	T.V.	senses
loud	safety	check	sun

1. The doctor should _____ your eyes and ears.
2. Eyes and ears can help with _____.
3. The _____ are for hearing sounds.
4. You use your _____to see things.
5. Shade eyes from the _____.
6. Sit at least 10 ft. away when watching _____.
7. Avoid _____noises.

HEALTH EDUCATION, GRADE 1

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 3: FOLLOW CORRECT EMERGENCY PROCEDURES

Resources

HBJ Health
p. 109
Copying
Master 34

TEACHING ACTIVITY: In a group discussion, define "emergency" and explain the steps to take (stay calm, act quick, and get help from an adult). Using a doll, show students how to cover a small wound.

Assessment: Check comprehension orally by having students give thumbs up/thumbs down to these steps to follow in an emergency:

- stay calm (yes)
- talk to friends (no)
- act quickly (yes)
- find out the time (no)
- get help from an adult (yes)

Using the doll, simulate an emergency (the doll has fallen and hit its head). Have student volunteers demonstrate the correct emergency procedures.

RETEACHING ACTIVITY: For reinforcement, have a police officer come in to review the use of 911 and have him explain why children should never call this number for fun. This method for getting help is also covered in fire safety. If you are unable to get a community volunteer, ask the school nurse to help reinforce the lesson.

Assessment: Copy and distribute HBJ Copying Master 34. Help students fill out the emergency numbers and tell them to take the list home and put it by the telephone.

EXTENSION: Make a collage of people who can help in an emergency. Include people such as fire fighters, paramedics, ambulance drivers, and Red Cross workers.

HEALTH EDUCATION, GRADE 1

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 1: DEMONSTRATE RESPECT AND RESPONSIBILITY FOR SELF AND OTHERS

TEACHING ACTIVITY: Utilizing the transparency , "Showing Love," Discuss with students other ways to show respect. Utilizing *HBJ Health*, p. 138, demonstrate examples of respectful touches, respectful talk, and respectful actions. Explain what a "responsibility" is and have students give examples of how they can be responsible for themselves and for others.

Assessment: Have students complete copying Master 39, "Using Respect and Responsibility." Have students take turns demonstrating a behavior that shows respect and/or responsibility. Ask the class to comment on the students' demonstrations.

RETEACHING ACTIVITY: Show the film "If Books Could Talk." Have students draw pictures showing people using respect and responsibility with books.

EXTENSION: Make index cards with the word "touch", "talk," or "act" on each card. Let students pick a card and pantomime a way to show respect using that behavior.

Child Sexual Abuse: The information presented within this objective may be extended to include a lesson on child sexual abuse. Sample objectives and background information may be found in the *HBJ Health*, p. 139, "The Right to Say No." Also, the Rape Crisis Center in Fort Worth provides staff who are trained in talking to children about sexual abuse. Refer to the Physical and Psychological Safety Curriculum Supplement for a sample activity and assessment for a lesson on child sexual abuse.

Resources

HBJ Health p. 138
HBJ Copying Master 39

Transparencies

Film: "If Books Could Talk," FWISD Professional Library

Rape Crisis Center Community Education

Showing Love

There are many ways to show *love*.
You can be nice to others. You can help others.
There are many ways to show love for others.
One way is to listen.

Are you a good listener?

You can show love by *helping*.

Talk to your family.
Talk about ways to show love.

How do you show love for your family?
How do they feel when you show love?
How do you feel?

HEALTH EDUCATION, GRADE 1

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 2: EXHIBIT POSITIVE ATTITUDE TOWARD SELF AND OTHERS

Resources

HBJ Health, p. 9

TEACHING ACTIVITY: Encourage children to tell how they have helped others or how they have been helped by others. Have them share how they felt. Arrange students in a circle and conduct a Round Robin with students to complete the open-ended sentences:

1. I can do _____.
2. _____ likes me because _____.
3. I like me because _____.

Assessment: Have students fold a piece of unlined paper into fourths. Have them number the resulting four boxes 1-4. Read the following sentences aloud. Have students draw a smiling face if the sentence is true; have them draw a frowning face if it is not true.

1. Being helpful is a way to show a positive attitude. *(Smile).*
2. Sharing a new box of crayons with classmates shows a positive attitude. *(Smile).*
3. Not making a new student feel welcome shows a positive attitude. *(Frown).*
4. Feeling sorry for yourself shows a positive attitude. *(Frown).*

EXTENSION: Have the children paint easy-to-string, uncooked macaroni. Put the colored macaroni in a jar. Give the children (or have them bring) a shoestring or piece of yarn to make a necklace. Each time students perform kind or friendly acts, allow them to take one bead to string on their necklaces. Encourage students to be aware of their kindness to others, as well as when others are kind to them. Remind them to think about how it makes them feel.

HEALTH EDUCATION, GRADE 1

C. STRAND 3: ENVIRONMENTAL AND COMMUNITY HEALTH

OBJECTIVE 1: EXPLAIN THE MEANING OF "ENVIRONMENT" AND "POLLUTION"

Resources

TEACHING ACTIVITY: Write the word "pollution" on the chalkboard and pronounce it. Explain that anything that harms, dirties, or litters our surroundings is pollution. Tell the students that everything around them makes up their surroundings. Ask students if they can give examples of pollution. Discuss their responses.

Film: God Bless America (Region XI, ESC)

Write the word "environment" on the chalkboard and pronounce it. Explain that environment is everything living and nonliving that is around us (our surroundings). Explain that environment includes the air we breathe, the lakes and the water we drink, and the land that grows the food we eat. Tell them that we should keep our environment clean and not pollute it--and that we should try to prevent pollution of our water, land, and air (our environment). Ask students to recall the forms of pollution that were named in the first part of the lesson. Now, ask them to identify the type of environment each type of pollution affects.

HBJ Health pp. 126, 127

Assessment: Have students complete the short test on pollution and environment.

RETEACHING ACTIVITY: Show film "God Bless America," available at the Region XI, Educational Service Center. Discuss the film and how it teaches us to keep our country clean.

EXTENSION: Have students "adopt an area" to be pollution free. Example: A corner of the playground to be kept litter free.

C. STRAND 3: ENVIRONMENTAL AND COMMUNITY HEALTH

OBJECTIVE 2: RECOGNIZE CAUSES AND EFFECTS OF POLLUTION

Resources

Film: God Bless America (Region XI, ESC)

HBJ Health, pp. 126, 127.

TEACHING ACTIVITY: Write the word "pollution" on the chalkboard. Pronounce the word and define it. Referring to *HBJ Health* "Teaching the Lesson," p. 126, explain to students that all people must help each other to stop pollution. Ask students to think of ways that they can help pollution.

Assessment: Show students some pictures of water, air, and land pollution. Ask them to identify what is wrong in each of the pictures. Ask them to think about some things that cause the water, land, or air to look the way it does (people, trash, machines). Suggest some causes to the students. Have students agree or disagree with what may have caused the pollution by holding up YES or NO cards appropriately. Suggest some possible effects or harm that can result form the pollution (harm fish and wildlife, disease, accidents). Have students hold up YES or NO cards if they agree or disagree.

Example:

Type of Pollution	Cause	Effect	Could It Have Been Prevented? How?
1. Land	People	Disease or injury	Yes--By using trash cans
2. Air	_____	_____	_____
3. Water	_____	_____	_____

Assessment: Have students complete HBJ Copying Master 37, "Pollution," p. 183.

EXTENSION: Have students make a poster informing others about pollution. Have them present the poster in class and display it around the school.

HEALTH EDUCATION, GRADE 1

D. STRAND 4: PHYSICAL FITNESS

OBJECTIVE 1: IDENTIFY ACTIVITIES THAT PROMOTE PHYSICAL FITNESS

Resources

TEACHING ACTIVITY: Read pp. 90-94 of *Choosing Good Health* together and discuss how exercise promotes physical fitness and makes the body feel better. Teach the students the three kinds of exercise as described in *HBJ Health*, p. 49. Have students practice each one.

HBJ Health
pp. 49-50

Choosing Good Health
pp. 100-101

Assessment: Check comprehension by eliciting student responses to the following questions.

1. What are three kinds of exercise?
2. What is energy?

Choosing Good Health
pp. 90-94

Copy and distribute HBJ Copying Masters 14 and 15 and/or Fitness Worksheet. Evaluate responses for lesson comprehension.

RETEACHING ACTIVITY: Teach students ways to exercise properly using stretching exercises to warm up, then exercising more vigorously, and finally cooling down. Teach the children exercises in each category, using *HBJ Health*, p. 50 and *Choosing Good Health*, pp. 100-101, as guides to appropriate exercises.

HBJ Copying Masters 14, 15

Fitness Worksheet

EXTENSION: Have volunteers demonstrate an exercise to either make muscles stronger, let the body exercise longer without getting tired, or help the muscles move more easily.

D. STRAND 4: PHYSICAL FITNESS

OBJECTIVE 2: TELL HOW PHYSICAL ACTIVITY CONTRIBUTES TO THE GROWTH OF MUSCLES

Resources

HBJ Health
Copying Master 13
Magazines

TEACHING ACTIVITY: Introduce the concept that exercise makes muscles strong. Use HBJ Health Copying Master 12 as a guide.

Have volunteers pantomime a favorite skill or sport. Have the rest of the class guess which game or sport is being acted out. Ask students to tell if the activity is one that makes the body work hard. If possible, have students guess which muscles are getting stronger in each activity.

Have students name sports heroes. Ask if those sports figures were always the best. Stress that practicing a skill or sport helps you become better at it. Relate this concept to their lives by mentioning activities they may be involved in such as baseball, soccer, gymnastics, swimming, or dancing. Remind students that they practice these activities so they will become better at them.

Assessment: Ask students the following questions orally and evaluate responses.

1. What are two parts of the body that help the body move?
2. How does regular exercise help muscles?
3. What are some ways to exercise?

EXTENSION: Have each student make an exercise collage by pasting pictures of physical activities. Check collages for appropriate pictures.

Ask volunteers to give an example of a skill that they have improved through exercise. Examples are hitting a T-ball, kicking a soccer ball harder, running faster. Evaluate for appropriate examples that illustrate lesson transfer.

HEALTH EDUCATION, GRADE 1

E. STRAND 5: NUTRITION

OBJECTIVE 1: EXPLAIN THE NEED FOR A VARIETY OF FOOD

Resources

TEACHING ACTIVITY: Present "Teaching the Lesson" section (HBJ page 35). Have students name an object which runs on batteries.

HBJ Health, pp. 35-35.

Write the word "energy" on the chalkboard and pronounce it. Explain that batteries contain energy to make objects work.

HBJ Copying Master 11

Tell students that they also have energy or the strength to work and play. Tell them that their energy comes from food they eat and that they should eat foods daily from the four food groups - milk, meat, fruit and vegetables, and cereal. Eating only one kind of food is not healthy. The body needs different kinds or a variety of food to be healthy. Remind them that they should limit their eating of junk food (candy, chips, soda pop, etc.).

Student Handout

Ask them if they have ever observed an object when the battery runs out of energy. Tell them if they don't eat properly, they might run out of energy like the object they observed. (Let the students observe flashlight with strong battery and flashlight with weak battery.) Tell them to start each day with a nutritious breakfast, including foods from each food group. (Display poster of four food groups.)

Assessment: Have students identify the four basic food groups by marking correct items on the student handout, "Four Food Groups." Ask students if the foods which they identified are alike or different? Why is it important that the foods are different?

RETEACHING ACTIVITY: Provide each student with a white paper plate. Have students draw food on the plates to show a variety of food which is also a balanced breakfast, lunch, or dinner.

Assessment: Have students identify healthy snacks by completing HBJ Copying Master 11, p. 157. Ask students if it is healthy to eat nothing but bread every time as a snack? Have them explain their answer.

EXTENSION: Help students prepare index cards, each with a picture of a food from one of the four basic food groups. Lay the cards in a pile, picture side down. Have students take turns drawing cards until someone is holding pictures of foods that, together, would make a balanced meal.

Assessment: Have students respond orally to the following questions:

1. Why do you need food?
2. Why do you need different kinds of food?

FOUR FOOD GROUPS

Put your finger on the shoe. Mark an X on the circle under the picture in this row that is in the dairy group.

Ⓐ Ⓑ Ⓒ Ⓓ

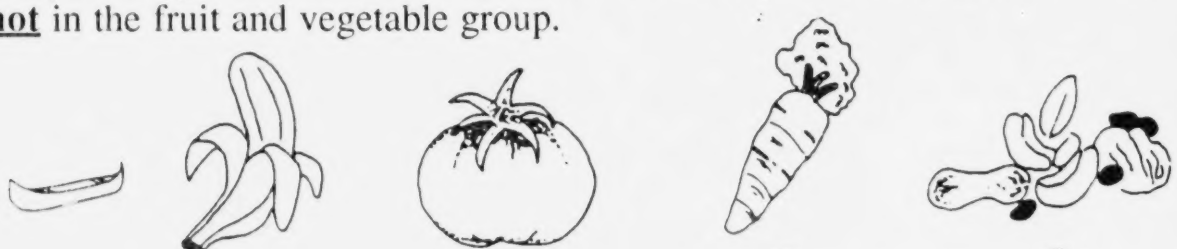
Put your finger on the bell. Mark an X on the circle under the picture in this row that is in the meat group.

Ⓐ Ⓑ Ⓒ Ⓓ

Put your finger on the apple. Mark an X on the picture in this row that is in the bread and cereal group.

Ⓐ Ⓑ Ⓒ Ⓓ

Put your finger on the canoe. Mark an X on the picture in this row that is **not** in the fruit and vegetable group.



Ⓐ Ⓑ Ⓒ Ⓓ

Student Handout
Assessment (E:1)
Health 1

E. STRAND 5: NUTRITION

OBJECTIVE 2: EXPLORE THE SENSORY CHARACTERISTICS OF FOOD

Resources

TEACHING ACTIVITY: Let students have a tasting party (using foods good for snacks). Blindfold students and have them eat small pieces and identify what they tasted. Discuss taste (bitter, sweet), smell, sound (crunching), appearance, and feel (cold, hot, wet, dry).

HBJ Health, pp. 35-36.

RETEACHING ACTIVITY: Put different foods in a box with a covered hole. Let children reach in without looking and see if they can identify the food by feeling it.

Assessment: Have students choose a fruit or a vegetable from a selection of pictures or from actual food brought to class. The student will describe all five of the sensory characteristics of the food he/she chose.

EXTENSION: Have students play "What Am I?" A student stands in front of the class and describes a food by giving a clue about how the food looks, tastes, smells, feels, and sounds when it is eaten. Give one clue at a time until students guess the answer.

HEALTH EDUCATION, GRADE 1

F. STRAND 6: DISEASES

OBJECTIVE 1: RECOGNIZE RELATIONSHIP BETWEEN GERMS AND DISEASE

Resources

TEACHING ACTIVITY: Utilizing "Health Corner" p. 61, HBJ, and "Introducing Unit" p. 61, HBJ, lead students through Activity 1 and Activity 2.

HBJ Health, pp. 61-62

Tell students that some germs are things that can make them sick and sometimes cause disease. Healthful practices rather than unhealthful practices can help in prevention of disease through the spreading of some germs.

HBJ Copying Master 17

Assessment: Copying Master 17, p. 62, HBJ

TEACHING ACTIVITY: Write "cough" and "sneeze" on chalkboard. Read the words aloud with students. Explain that germs are in coughs and sneezes. Write "germ" on the chalkboard. Explain how germs spread. Ask students to think of ways to prevent germs from spreading.

Assessment: Have students number a sheet of paper 1-6. Read aloud the six sentences on page 62 of HBJ Resource. Have students write "Yes" for healthful practices and "No" for unhealthful practices.

RETEACHING ACTIVITY: Have students pantomime ways to help keep harmful germs from spreading and causing disease.

EXTENSION: Help students make signs illustrating habits that prevent the spread of germs and saying such things as "Wash your hands before eating," and "Cover your mouth when you sneeze."

HEALTH EDUCATION, GRADE 1

F. STRAND 6: DISEASES

OBJECTIVE 2: IDENTIFY ROLE OF SHOTS IN DISEASE PREVENTION

Resources

HBJ Health, p. 65

TEACHING ACTIVITY: Discuss with students about the bad colds they have had and ask them to tell some of the symptoms (sneezing, coughing, headache, chestache, backache, sore throat, etc.). Tell them that when people want to avoid feeling bad and prevent illness, they get a shot (or inoculation). Explain that "flu" is a shortened word for influenza, the medical term.

Ask how many children have had the "flu." Ask if they know one way to keep from getting the flu again. (get a shot)

RETEACHING ACTIVITY: Ask students to go home this afternoon and ask their parents if they have ever taken children to get a flu shot, and ask them what other inoculations they have had their children receive to prevent them from getting sick (i.e., mumps, polio, etc.). Remind students that disease prevention is always better than getting the disease and then trying to cure it.

Assessment: Give students yes/no cards. Ask these questions and observe students for correct/incorrect responses as they hold up the cards.

1. Is a sore throat fun?
2. Do you know what the flu is?
3. Can you prevent or avoid getting the flu by blowing your nose?
4. Can you do something to prevent getting the flu?
5. Can a flu shot prevent the flu?
6. Is getting the flu fun?
7. Is preventing the flu better than getting the flu?

HEALTH EDUCATION, GRADE 1

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 1: RECOGNIZE PERSONAL GROWTH AND DATA INCLUDING AGE, HEIGHT, AND WEIGHT

Resources

TEACHING ACTIVITY: Measure and weigh each student the first week of school. Also measure wrist and ankle circumference. Record measurement and age of student.

HBJ Health, p. 6

Example: Wrist: 3 1/2"
Ankle: 4 3/4"
Age: 6.4 (yr./mo.)

Poster #1

Remeasure every 3 months. Ask each student to read age, height, and weight and quietly share the information with a friend using a complete sentence.

Handout

Assessment: Give students information cards and have them fill out.

Name _____
Age _____
Height _____
Weight _____

Check for accuracy.

RETEACHING ACTIVITY: Utilizing handout, "Getting Bigger," have students bring three pictures of themselves at varying stages of development. Discuss with the children the different behaviors that occurred at each stage. (Ex: growing teeth, crawling, learning to walk, etc.)

Getting Bigger

You are growing all the time. One way you are growing is by getting bigger.

Talk with a grown-up in your family. Ask these questions.

- How much did I weigh as a baby?
- How much do I weigh now?
- How tall was I as a baby?
- How tall am I now?
- How else am I growing?

Getting bigger is *growing* you can see.

How do you know you are getting bigger?

HEALTH EDUCATION, GRADE 1

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 2: NAME THE BASIC BODY SYSTEMS

Resources

Teacher Resource

TEACHING ACTIVITY: Review major body parts with students. Discuss with students how each body part belongs to a "system." Write "system" on the board and define it further. Discuss with students each of the systems below:

- Skeletal - skeleton (bones)
- Muscular - muscles
- Digestive - food into energy
- Respiratory - breathing (oxygen into lungs)
- Circulatory - blood (pumped by heart)

RETEACHING ACTIVITY: Have students indicate on their own bodies where their major body parts such as the heart, lungs, muscles, bones, and stomach are located. Identify the system to which each part belongs. Have students name the system aloud.

Assessment: Demonstrate each body system by utilizing it in some way, such as taking a deep breath, flexing an arm muscle, or pretending to chew food. Hold up a card with the name of a system on it. Have students indicate "yes" if card is correct, "no" if incorrect.

EXTENSION: Have students describe verbally or by drawing a picture what a body system does for the body.

BACKGROUND INFORMATION FOR BODY SYSTEMS

1. Skeletal - more than 200 bones (206); supports body; protects organs inside; allows us to move about.

2. Muscular - over 400 muscles (almost half the body); makes us move.

3. Digestive - turns the food people eat into a form the body can use to grow and make energy.

4. Respiratory - supplies oxygen to the body which releases carbon dioxide.

5. Circulatory - giant network of tubes through which blood goes to every part of the body; carries food and oxygen to every cell and carries carbon dioxide and other wastes away from cells; regulates temperature.

HEALTH EDUCATION, GRADE 1

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 3: IDENTIFY THE FIVE SENSES

Resources

TEACHING ACTIVITY: Have students name aloud the parts of the body that are used to smell, hear, see, taste, and touch. Show pictures to students which illustrate each sense and have students describe how each sense is illustrated.

HBJ Health,

Handout

Assessment: Have students complete the assessment on the handout.

RETEACHING ACTIVITY: Bring items to class, such as a variety of food, and allow students to use each of their five senses in describing the food.

Example:

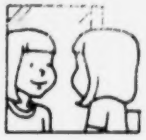
- smell - onion
- hear - potato chips
- see - the shape of a fruit
- taste - salt
- touch - peach

EXTENSION: Have students make a book of "senses." They may draw a picture which descibes each sense.

Name _____ Date _____

The Senses

Match each word to the picture that shows which sense is being used. A sense can match more than one picture. Draw a line from the correct word to the picture.

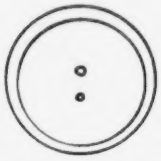


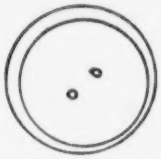
see hear feel taste smell

QUESTIONS

1. Which things can make a loud sound?

2. Circle the buttons that are the same.





HEALTH EDUCATION, GRADE 1

II. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 1: EXECUTE SCHOOL EMERGENCY DRILLS CORRECTLY

Resources

TEACHING ACTIVITY: Study emergency exits for classroom for all emergency drills. Walk through each drill slowly with students. Have a pretend drill for each emergency. Appoint leader and person to close door and turn off lights.

Film: I'm No Fool with Fire (Disney)

Assessment: Observe students for proper execution of each emergency drill.

HBJ Health, p. 104

RETEACHING ACTIVITY: Read the story, *The "Almost" Fire.* (Handout attached)

Student Handout

Assessment: Ask children the following questions to assess their comprehension of the story.

1. What did three bells mean? *(fire or fire drill)*
2. Why did Mark feel the door? *(to see if it was hot because fire was outside door)*
3. Why did Mark lead his class? *(He was the class firefighter.)*
4. Why did Mark look back at the door? *(to make sure his assistant closed the door)*
5. Why should the door be closed? *(to keep the fire from spreading)*
6. Why did Mark's heart beat faster? *(He smelled smoke.)*
7. Why did Mark's teacher count the children? *(to make sure all were safe)*
8. What caused the danger? *(a cigarette)*
9. How do you think the smoldering trash was extinguished? *(Answers will vary.)*
10. Why did Mark go back into the building? *(He heard two bells.)*
11. Why did Mark feel relieved? *(His school was saved.)*
12. Pretend that you are the room's firefighter and you hear three bells. What would you do? *(Discuss each situation.)*

EXTENSION: Have students critique their own performance by saying what they did right and what they did wrong.

THE "ALMOST" FIRE
by Jinx Thompson

Mark was working hard in school one Monday morning. All of a sudden he heard three bells. Mark's teacher had taught his class that three bells meant either a fire drill or a fire! Mark, being the firefighter for his room, calmly went to the door, felt it to see if it was hot (it was not), and quickly led his class out in the hall and toward their exit. His eyes darted back to the room to make sure his assistant was closing the door (to keep fire from spreading), and then Mark smelled it - smoke! His heart began to beat rapidly, but he continued toward and out the exit. Mark had led his whole class to safety. Mark's teacher quickly counted the class to make sure all were out. When the fire department arrived, the custodian met them at the door. He explained that a visitor to the school had thrown a cigarette into a trash can, and it had almost caught the contents of the trash can on fire. The quick thinking custodian had extinguished the smoldering trash that had almost been a fire. Then Mark heard two bells. He knew that meant to return to class. As Mark led the children back into the building, he breathed a sigh of relief. His school was safe, and he had performed his job as firefighter bravely and well during the "almost" fire.

HEALTH EDUCATION, GRADE 1

II. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 2: DISTINGUISH BETWEEN SAFE AND UNSAFE BEHAVIOR AT HOME AND AT SCHOOL

Resources

HBJ Health pp. 104, 105.

HBJ Copy Master 30

Films: I'm No Fool on a Bicycle (Disney)

TEACHING ACTIVITY: Utilizing "Teaching the Lesson" pp. 104, 105, discuss things that are both safe and unsafe at home and school. As students identify behaviors, write them on a transparency which has the following chart:

School	Safe	Unsafe
Leaning on desk		
Walking in hall		

Home	Safe	Unsafe
Leaning in chair		
Wiping up spills		

Assessment: Ask students to indicate whether each behavior is safe or unsafe by "thumbs up - thumbs down."

RETEACHING ACTIVITY: Have students discuss accidents which they have had. Discuss how the accidents happened and if they could have been prevented. Make a chart on a transparency or the chalkboard to record responses.

Example chart:

Accident	How It Happened	How It Could Have Been Prevented

Assessment: Read various behaviors to students (or let them read silently). Have them write in "yes" if statement demonstrates safety; no, if not.

1. Run in the classroom. *(NO)*
2. Carry sharp-ended objects with ends away form you. *(YES)*
3. Never push anyone. *(YES)*
4. Leave your toys on the stairs. *(NO)*
5. Leave your books on the floor. *(NO)*

Assessment: Copy Master 30, "Safety at Home," *HBJ* p. 176.

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 3: EXPLAIN HOW AND WHEN TO DIAL EMERGENCY NUMBERS

Resources

TEACHING ACTIVITY: Do "Teaching the Lesson" p. 109 (first 2 paragraphs) Do "Challenge Activity" p. 107.

HBJ Health p. 107, 109

Have a play telephone in the classroom. Tell students about 911. Let each child practice dialing 911. Explain that they must never dial 911 unless there is a real emergency. Tell them about how the address of the caller is automatically determined by the 911 workers. Explain how 911 works. When 911 answers, they say "What is your emergency?" Student responds and 911 switches student to proper department.)

HBJ Copying Master 34

Assessment: Complete evaluation, p. 109.

RETEACHING ACTIVITY: Make a chart of potential situations that do and do not require emergency assistance. Help students to determine if the situations require emergency assistance.

Ex.	You scrape your knee.	No
	Fire at your neighbor's house	Yes

Assessment: Have students complete HBJ Copying Master 34, p. 180.

EXTENSION: Bring pictures to class which illustrate different people who can help in an emergency. Include people such as fire fighters, paramedics, ambulance drivers, and Red Cross workers. Have students cut out pictures and make a collage of these helpers.

HEALTH EDUCATION, GRADE 1

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 4: IDENTIFY SAFETY HAZARDS AT HOME AND SCHOOL

Resources

HBJ Health
pp. 104-110, 115

Student Handout

TEACHING ACTIVITY: Explain that most of the accidents that happen at home and school are caused by falls. All areas of the home and school must be examined for the purpose of accident prevention. Tell them to be careful on stairs. Have students complete handout, "Safety Hazards." Describe pictures to students for clarity.

Present "Teaching the Lesson p. 104. Have students complete HBJ Copying Master 29, "Safety from A to Z. Explain "Skull and Crosssbones" and how they relate to poisons.

Assessment: Have students complete HBJ Copying Master 30, "Safety at Home," p. 176.

RETEACHING ACTIVITY: Have children name safety hazards at home and school. Make chart while guiding their suggestions.

Example:

SAFETY HAZARDS	HOME	SCHOOL
	Home spills	School books on floor
	Toys on stairs	Pencil on stairs
	Poisons	Playing on stairs

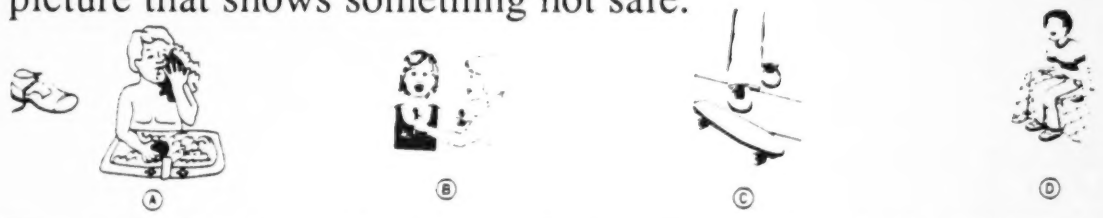
Assessment: Have children write *yes* or *no* to questions.

1. Spills on floor can be dangerous. *Yes*
2. Bottles with a skull and crossbones are dangerous. *Yes*
3. Leave books on floor. *No*
4. Leave toys on stairs. *No*
5. Playing on stairs is dangerous. *Yes*

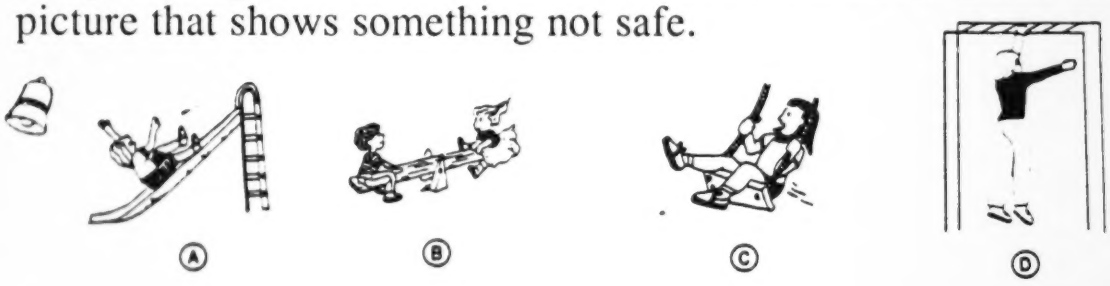
EXTENSION: Have students make "Safety Inspector" badges. Wearing their badges, students may inspect areas of school for "safety violations," such as obstacles that people may trip over.

SAFETY HAZARDS

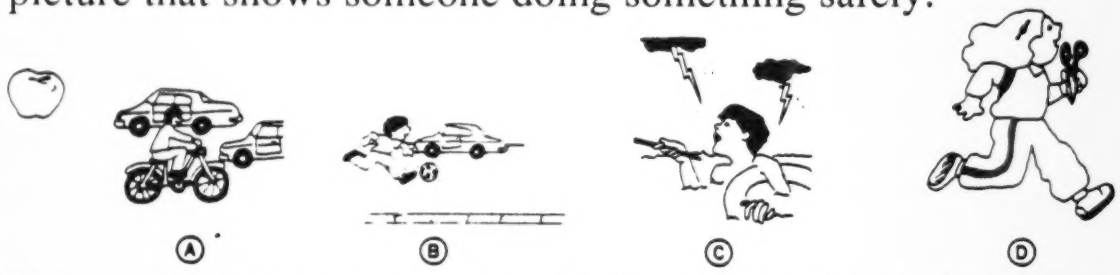
- Put your finger on the shoe. Mark an X on the circle under the picture that shows something not safe.



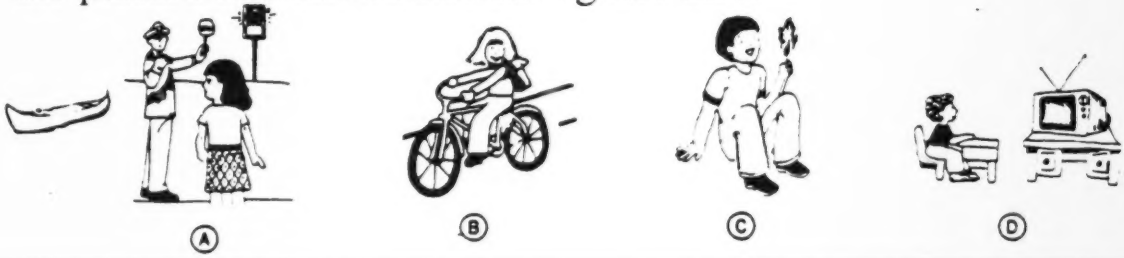
- Put your finger on the bell. Mark an X on the circle under the picture that shows something not safe.



- Put your finger on the apple. Mark an X on the circle under the picture that shows someone doing something safely.



- Put your finger on the canoe. Mark an X on the circle under the picture that shows something not safe.



Student Handout
Assessment (H:4)
Health 1

HEALTH EDUCATION, GRADE 1

I. STRAND 9: DRUGS

OBJECTIVE 1: IDENTIFY DRUGS WHICH CAN BE HARMFUL TO A PERSON'S HEALTH

Resources

TEACHING ACTIVITIES:

1. Referring to "Health Corner," p. 89 in HBJ *Health*, lead students in a discussion about the different types of drugs and products which contain drugs. Have students name drugs which they think are harmful. Talk about such drugs as:
   - cigarettes
   - snuff
   - beer
   - wine
   - alcohol
   - poisons
   - marijuana
   - crack
   - pills

   Ask students the following questions:
   - Why is it harmful to take drugs?
   - What can happen to your body if you take drugs?
   - How could you help a friend if you knew he or she was using drugs?

   HBJ *Health*, pp. 76-77, 90

   HBJ Copying Masters 21 and 22

   Education for Self-Responsibility II, "Prevention of Drug Use"

2. Discuss basic facts about alcohol:
   - It is a drug.
   - It can be beer, wine, wine cooler, liquor.
   - It is harmful.
   - It is not healthy for children.
   - It is illegal.

   Have students complete HBJ Copying Master 21, "Learning About Alcohol."

3. Discuss basic facts about tobacco:
   - It is a drug.
   - It can be cigarettes, cigars, snuff, or chewing tobacco.
   - It is harmful.
   - It is not healthy for people.
   - It is illegal.

Assessment:

1. Complete the worksheet "Learn More About Drugs."

   Handout

   "Learn More About Drugs" - Answer Key
   1. *harmful*
   2. *drugs*
   3. *are*
   4. *alcohol*
   5. *cigarettes*

2. Have students hold up a "YES" or "NO" card to answer the following questions:
   - Is alcohol a drug? *(Yes)*
   - Should people drink alcohol and drive? *(No)*
   - Should people drink alcohol and take medicine at the same time? *(No)*
   - Can alcohol be harmful to the body? *(Yes)*

3. Have students complete Copying Master 22, "Smoking Tobacco."

RETEACHING ACTIVITY: Show students pictures of drugs. Include pictures of alcohol, tobacco, medicines, and household products. Have students identify the different kinds of drugs.

EXTENSION: Divide class into groups and assign each group a room in the house. Have each group discuss items in the room which contain drugs and could be harmful. Items should include:

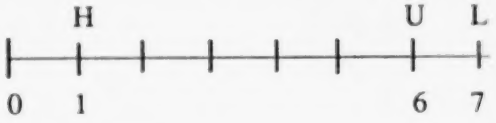
- Bathroom - nail polish and remover, hair spray, lotion
- Kitchen - oven cleaner, dishwashing detergent, cleaning products
- Garage - gasoline, insecticides, paints
- Utility room - bleach, detergent

NAME_____DATE _____

LEARN MORE ABOUT DRUGS

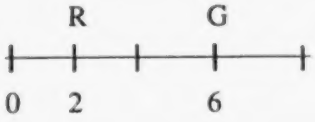
Write the letters and numbers in the correct position to form a word or words. Use these words to make a sentence.

1. (R,3) (F,5) (A,2) (M,4)



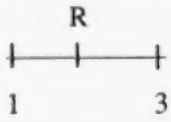
Write the word here. _____

2. (D,0) (S,8) (U,4)



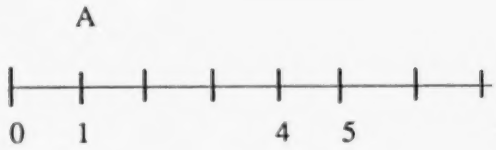
Write the word here. _____

3. (A,1) (E,3)



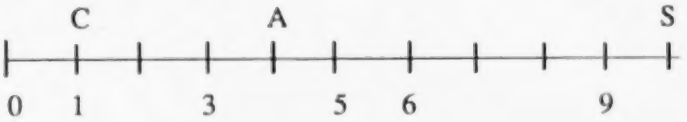
Write the word here. _____

4. (H,5) (O,4&6) (L,2&7) (C,3)



Write the word here. _____

5. (R,5) (I,2) (G,3) (E,6&9)
(T,7&8)



Write the word here. _____

Using the words you found above, write a sentence here.

_____

Student Handout
Assessment (I:1)
Health 1

HEALTH EDUCATION, GRADE 1

I. STRAND 9: DRUGS

OBJECTIVE 2: EXPLAIN WHY ILLEGAL DRUGS ARE WRONG AND HARMFUL TO USE

Resources

TEACHING ACTIVITIES:

1. Utilizing "Teaching the Lesson," p. 92, HBJ *Health*, define "illegal" and explain that some drugs are illegal because they are dangerous. Ask students if they know the name of an illegal drug, i.e., marijuana. Explain what marijuana is as defined by "Teaching the Lesson" p. 92. Talk with students about other illegal drugs. (Cocaine, PCP, Crack, Marijuana)

   HBJ *Health*, p. 92

2. Explain the importance of rules and laws. Describe events or consequences that would occur if the rule or law were not enforced. Talk about the concept of ordering numbers. Ask students to suggest rules that we must follow at home or at school. Ask students the following questions:
   - Why do we have rules?
   - What would happen if we did not have rules?
   - How do rules help us and keep us safe?

   Education for Self-Responsibility II, "Prevention of Drug Use"

Assessment:

1. Have students answer "YES" or "NO" to questions in the Evaluation section, p. 92, HBJ.

2. Have students complete the worksheet "Learning About Rules." Read the hidden messages in class after papers are completed and scored.
   "Learning About Rules" - Answer Key

   There are rules to follow at home and at school.
   Following rules is easy and fun to do.

RETEACHING ACTIVITY: Have students point to pictures of drugs which are illegal and harmful as opposed to ones that are helpful.

EXTENSION: Have students act out how they would respond to either a stranger or someone they knew offering them drugs. Have students explain to a friend why it is wrong to use illegal drugs.

NAME_____ DATE_____

LEARNING ABOUT RULES

Order these numbers from least to greatest to find the hidden message. Write the hidden message on the line below each set of numbers.

6 home	9 school	8 at	5 at	2 rules
7 and	0 There	1 are	4 follow	3 to

_____

_____

10 We	70 safe	50 keep	20 rules
60 us	20 have	40 to	

_____

_____

40 do	10 rules	25 and	15 is
35 to	30 fun	5 following	20 easy

_____

_____

HEALTH EDUCATION, GRADE 1

I. STRAND 9: DRUGS

OBJECTIVE 3: IDENTIFY SAFETY RULES FOR TAKING MEDICINE AND OTHER DRUGS

Resources

TEACHING ACTIVITY: Utilizing "Teaching the Lesson," p. 91 in HBJ *Health*, discuss with students the need for rules to assure safety when taking medicine. Talk about the various forms of medicine such as capsules, inhalers, liquids, tablets, injections, and ointments.

HBJ *Health*, p. 92

Ask students the following questions:

- Have you ever had to take cough medicine?
- Have you ever had to have a shot?
- Have you ever had to take aspirin?
- Have you ever had to put ointment on a scrape or a cut?

Education for Self-Responsibility II, "Prevention of Drug Use"

Then discuss the following rules with the class:

- Never take medicine without an adult's supervision.
- Never take someone else's medicine.
- Always follow the directions on the medicine container.
- Keep all medicines in a safe place.
- Never take medicine for fun.

List all these rules on the chalkboard.

Assessment:

1. Help students to write, using their own words, two rules about taking medicine in the spaces provided on the handout, "Remember My Rules." Have them color the picture and display it in the classroom for a few days before taking it home for display.

2. Have students complete HBJ Copying Master 26, which illustrates the safe use of drugs.

RETEACHING ACTIVITY: Utilizing the Teaching Guide and the accompanying handouts (1-5), show students pictures about drugs and discuss the safety rule for each picture. Copy and distribute the pictures for students to review and color.

EXTENSION: Working in groups, have students cut out pictures of drugs from magazines, etc. Have them make a collage with the pictures on the top half of a poster board. On the bottom half, have students write safety rules.

ENRICHMENT:

1. Review time measurement in hours, including how to read clocks, both digital and conventional.

   Talk about why we need to know what time it is:

   - to get to school on time
   - to go to bed on time
   - to watch a favorite movie or TV show
   - to take some medicine if we are sick

2. Continue the discussion with questions about taking medicine:

   - Why do we have to know what time to take our medicine?
   - Should first graders take medicine by themselves?
   - Who helps us with our medicine?

3. Explain that sometimes a doctor will tell us to take our medicine at a certain time. The doctor may say:

   - take two pills every 4 hours.
   - take one-half spoonful every 6 hours.
   - take one capsule every 12 hours.

4. Stress that it is very important to follow the directions.

5. Complete the worksheet "Time to Get Well." Handout

TEACHING GUIDE

Handout 1

The doctor knows all about drugs and their proper use. He knows which drug is appropriate to help each person.

Handout 2

In the same sequence, stress the importance of administering the drug at home. Only parents should give children their medicine; they know which medicine should be taken, how much and how often.

Handout 3

The students must understand that a drug will make changes in their bodies. A discussion of this should precede the explanation of how important it is that only the doctor knows which drug is right to correct an illness. Explain that taking the wrong drug may often make them sick. It is important to make clear that taking drugs from someone who is not a doctor is as bad as taking the wrong drug by mistake.

Handout 4

Explain to the children that the people who manufacture drugs sometimes make them look and taste like candy. This is to help people who are ill to take medicine. But even if these drugs taste good, they should never be confused with candy. Reinforce the idea that taking drugs when you are not sick can make you sick.

Handout 5

Impress on the children that they should never take medicine that belongs to someone else. Use as an example a veterinarian who visits a sick mouse and a sick elephant and by accident switches their medicine. Ask them to imagine how sick the little mouse would get if he took the elephant's medicine.

NAME_____ DATE_____

REMEMBER MY RULES

1._____

_____

_____

_____

_____

_____

_____

2._____

_____

_____

_____

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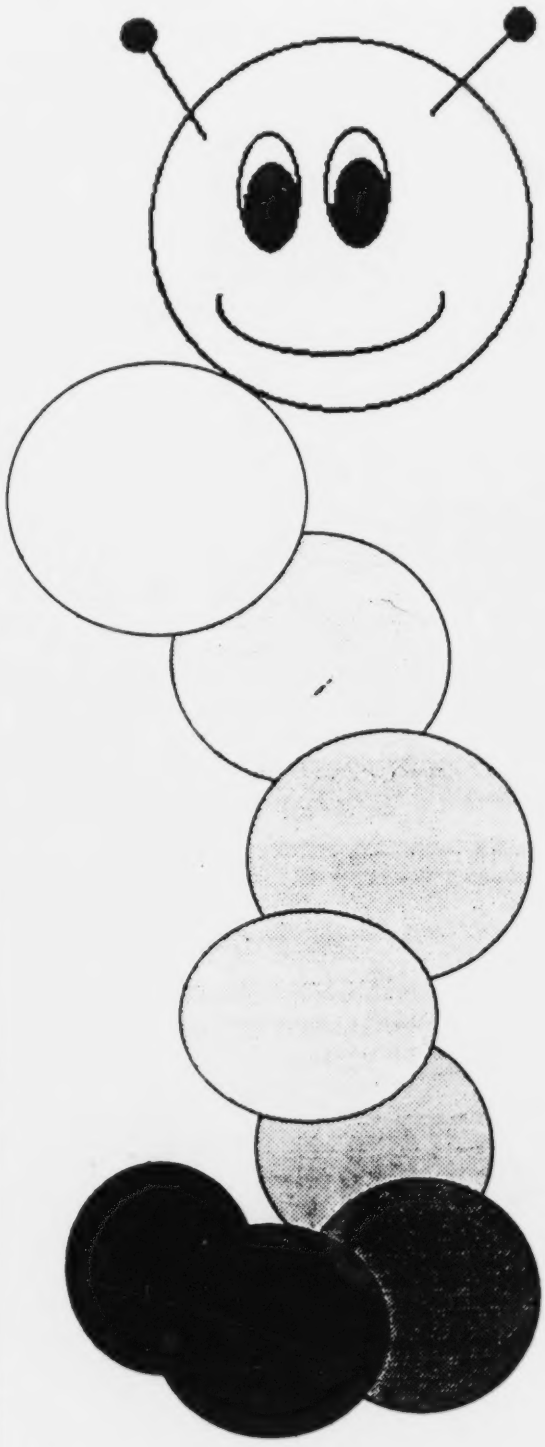
_____

_____



NAME_____DATE_____

Medicine should only be taken when you are sick. Who prescribes drugs? _____ Find the answer in the giraffe's tie.

Student Handout 1
Reteaching Activity (I:3)
Health 1

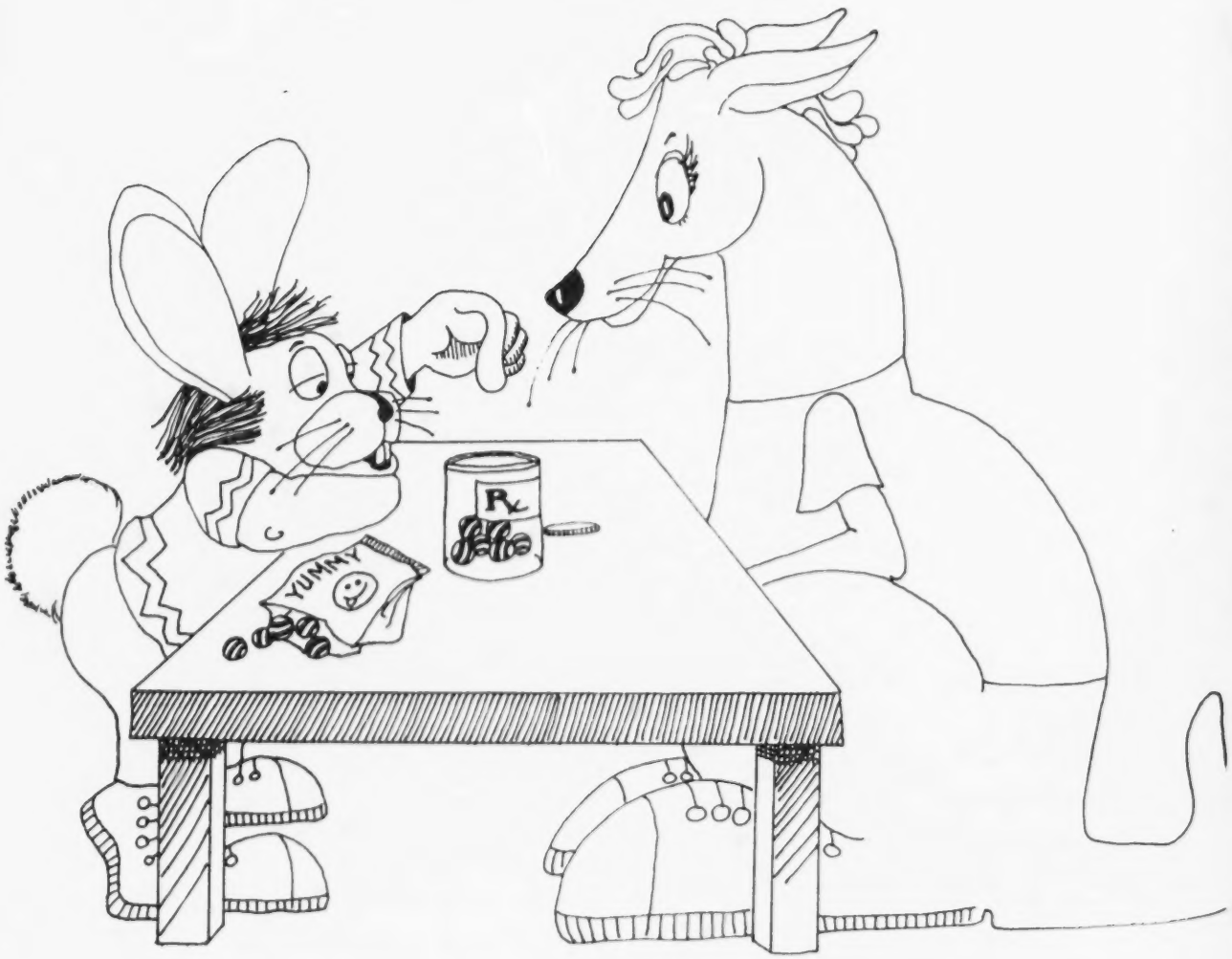
NAME_____DATE_____

Never take drugs from the medicine cabinet.
Always let your parents give you your medicine.

NAME_____DATE_____

Never put medicine into another bottle. You may forget and take the WRONG medicine.

NAME_____DATE_____



Never mistake a drug for candy.

Student Handout 4
Reteaching Activity (I:3)
Health 1

NAME_____DATE_____

Never take medicine that belongs to someone else. Can you find what is wrong in this picture?

Student Handout 5
Reteaching Activity (I:3)
Health 1

NAME_____ DATE_____

TIME TO GET WELL

Read medicine labels. Fill in each clock to show what time it will be when it is time to take the medicine again.

Every 6 hours.

Every 2 hours.

10 : 00

__ : 00

Every 5 hours.

Every 3 hours.

Every 8 hours.

1 :00

__ : 00

Every 7 hours.

ESSENTIAL ELEMENTS IN HEALTH
GRADE 1

(1) Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to:

(A) identify daily practices that promote:

(i) oral health;
(ii) cleanliness;
(iii) health of eyes and ears;
(iv) habits of rest, sleep, posture, and exercise;
(v) nutritional health; and
(vi) self-concept;

(B) recognize need for adult supervision when taking medicines;
(C) recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents; and
(D) recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:

(A) recognize common examples of communicable disease and identfy practices that control their transmission; and
(B) recognize the health of the family is dependent upon the contributions of each of its members.

(3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to recognize interdependence of people and the environment, and recognize personal responsiblity for protecting the environment.

GRADE ONE
SAFETY

Physical and Psychological Safety

Scope and Sequence

- Science
- Social Studies
- Health

SCIENCE
SAFETY

PREKINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	•Practice safety in using materials and equipment	• Practice safety in the use of materials and equipment
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify the five sense organs used to observe the environment. Safety: do not touch, pickup, or taste unknown objects or substances without adult supervision	• Identify various parts of plants used for food

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

PREKINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	•Accept responsibility for one's behavior at home and at school	• Select appropriate ways of dealing with one's personal and social responsibilities in the neighborhood
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify one's personal role in terms of home, school, and neighborhood	• Develop a rationale describing the importance of civic participation in the neighborhood
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Determine the need for rules in the home, school, and community	• Apply leadership qualities of honesty, sensitivity, and consideration in performing civic and social responsibilities
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Compare rules and authority figures in home, school, and community	• Formulate a set of rules for the home, classroom, and school
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Formulate a set of rules for the home, classroom, and school
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Describe the functions of lawmakers
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Interpret the consequences for violations of rules/laws

SCIENCE
SAFETY

GRADE 3	GRADE 4	GRADE 5	
• Use safety practices in the use of materials and equipment	• Use safety practices in the use of materials and equipment	• Use safety practices in the use of materials and equipment	
Explosions • Identify the formation of solution as a physical change and combining of substances with oxygen as a chemical change	**Weather Safety•** • Explain how different weather conditions are used to predict weather and the effect that they have on each other and on people	**Electrical Safety** • Demonstrate knowledge of electricity by comparing static and current electricity	
		• Demonstrate knowledge of electricity by classifying conductors and insulators and by comparing parallel and series circuits	

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

GRADE 3	GRADE 4	GRADE 5	
• Identify ways people show respect for public and private property	• Demonstrate good citizenship as measured by standards of conduct for the class, school, and community	• Demonstrate an understanding of the organization of the United States government	
• Interpret the consequences of violating community laws	• Explain how groups influence individual behavior	• Analyze historical documents and the rights, privileges and responsibilities set forth in each	
• Determine the critical attributes of local and state government.	• Compare and contrast governmental operations of the executive, legislative, and judicial roles at the local state and national levels		

HEALTH
SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Demonstrate respect for self and others
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Exhibit positive attitude toward self and others
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Distinguish between safe and unsafe behavior at home and at school
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Explain how and when to dial emergency phone numbers
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify safety hazards at home and school
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify the role of immunization in disease prevention
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify safety rules for taking any drug

HEALTH
SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Recognize consequences of own behavior	• Recognize effects of various feelings on self and others including family members	• Differentiate between appropriate and inappropriate ways of expressing emotions	• Distinguish between responsible and irresponsible behavior
• Identify situations that demand decisions	• Describe various emotions found in self and others	• Identify personal characteristics that relate to a good mental self-concept	• Identify examples of showing the need for open communication between parents and children
• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Distinguish between emergency and non-emergency procedures	• Identify ways to build trust
• Recognize when a persons is in need of help	• Describe methods of accident prevention in home, school, and community	• Identify unsafe playground and crosswalk behavior	• Give examples of risk-taking behavior
• Identify personal health habits that help to prevent diseases	• Identify methods of preventing diseases including AIDS	• Outline procedures for escaping from disasters such as fire and tornadoes	• Identify general symptoms of life-threatening situations
• Explain how the proper use of medicine can help, while misuse of medicine can harm people	• Point out relationships of a healthy lifestyle to prevention of disease	• Describe importance of seeking professional help in emergency situations	• Identify proper first aid treatment for selected injuries such as burns and bruises
• Recognize that the use of illegal drugs is wrong and harmful	• Describe how the use of illegal drugs by children is wrong and harmful	• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Identify factors which promote the spread of disease • Describe the most common diseases which may cause death, including AIDS

Physical and Psychological Safety

Integrated Scope and Sequence

Integrated Scope and Sequence

PHYSICAL SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
Practices and Rules of Safety • Demonstrate practices and rules of safety to avoid injury and prevent accidents in the home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Emergency phone numbers (H) • Seat belts (H) • Fire drills (SS,H,S) • Inappropriate touching (H,S) • Crosswalks (H) • Dealing with strangers (H) • Accidents and injuries (H)
People Help Each Other to Be Safe • Discuss ways people can help each other to be safe in the home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Family members (SS,H) • School personnel (SS,H) • Neighbors (SS) • Community helpers (H)
Civic Responsibilities Toward Safety • Recognize one's civic responsibilities toward safety rules and authority figures in home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Classroom safety rules (SS) • School safety rules (SS) • Family safety rules (SS) • Neighborhood safety rules (SS)

PSYCHOLOGICAL SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
Behavior and Consequences • Identify acceptable and unacceptable behavior and the consequences of one's actions	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Sharing (SS) • Acting responsibly (H) • Making personal choices and family decisions (SS)
Developing a Positive Self-Concept • Demonstrate a positive attitude toward self	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Feeling special toward self and others (H)
Emotions and Their Effects • Describe various emotions and their effects on self, family and others.	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Recognizing that feelings change (H)

SS=Social Studies, H=Health, S=Science. Represents current curriculum content.

Integrated Scope and Sequence

PHYSICAL SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Poisonous Plants (S) • Medications (H) • Crosswalks (H) • Cars/buses (H) • Bicycle (H) • Fire (H,S) • Emergency procedures (H) • Inappropriate touching (H,S)	• Traffic laws (H) • Street signs (H) • Emergency procedures (H) • Fire hazards/drills (SS,H,S) • Inappropriate touching (H,S)	• Emergency/non-emergency situations (H,S) • Weather (H,S) • Dealing with strangers (H)	• Life-threatening situations (H,S) • Natural disasters (H,S) • Fire hazards/drills (SS,H,S) • Electrical Safety (S)
• Family members (SS,H) • Neighbors (SS) • Community helpers (SS,H)	• Community law makers (SS) • State law makers (SS) • U.S. Government (SS)	• State and local governments (SS, S)	• U.S. Government law makers (SS)
• Work safety rules (SS) • Community laws (SS) • Neighborhood safety rules (SS) • Community safety workers (SS)	• Civic responsibility toward safety, (i.e., traffic signs, littering) (SS,S,H)	• Good citizenship (SS) • Local responsibilities for safety (SS) • State responsibilities for safety (SS)	• National responsibilities for safety (SS,S)

PSYCHOLOGICAL SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Identifying dangerous situations ((H) • Resolving individual and group conflicts (SS) • Saying "NO" (H)	• Respecting the personal rights and property of others (SS) • Asserting personal rights, i.e., personal comfort and space (H)	• Making personal decisions (SS) • Taking responsibility for choices (H)	• Identifying responsible and irresponsible behavior (H) • Preventing risk-taking behavior (H)
• Earning respect from others (H)	• Recognizing one's strengths (H) • Dealing with stress (H)	• Analyzing one's strengths, weaknesses, and accomplishments (H)	• Applying effective coping skills (H)
• Building trust (H) • Relating to negative and positive feelings of others (H)	• Relating negative and positive feelings of others (H)	• Relating to personal loss, i.e., divorce, death (H)	• Communicating feelings (H) • Relating to personal loss and injury, i.e., loosing a friend, rape, (H)

PHYSICAL SAFETY, GRADE 1

PRACTICES AND RULES OF SAFETY

	Resources	
	Instructional	Community
Fire/Fire drills		
(Local Objectives: SS-D.1; H.2, H.4)		
ACTIVITY: Write the terms fire and fire prevention on the chalkboard. Explain that fire is the burning of materials and caution students to be careful around open flames. Remind students that they should not play with lighters, matches, or electrical sockets. Explain the need for fire drills to practice how to move orderly away from fires. Describe the sounds for fire drills and use fire drill procedures to practice a fire evacuation. Allow students to line up orderly and walk outside. Reinforce by practice/ participating in school fire drills.	*HBJ Health*, p. 107 Learn Not To Burn Program (Behavior 9)	#9 #14 #15 #17 #32
Assessment: Observe students for correct procedures while practicing fire drills. Have students copy the three statements in proper sequence. 1. Walk outdoors. 2. Line up quietly. 3. The fire alarm sounds		
ACTIVITY: Set up learning situations around the classroom involving hazardous conditions in the kitchen. 1. Pot handles turned outward on a stove 2. Iron laying down on a shirt 3. Storing matches within reach 4. Electrical appliance in sink Also invite a guest speaker from the Learn Not to Burn Program to discuss fire safety rules in the kitchen.		
Assessment: Students will illustrate in words or pictures safety procedures to be used around matches, stoves, irons, ovens, toasters, and other kitchen appliances.		
Emergency Phone Numbers		
(Local Objectives: SS-D.1; H-A.3)		
ACTIVITY: Explain what an emergency is and why there is a special phone number (911) to use. Have students identify different types of emergencies and who they should ask for help. Emphasize the need to find a grown-up first, then dial 911 for help and describe the type of emergency.	*HBJ Health*, p. 109	#14 #17 #25 #29
Assessment: Cite an emergency to the students, such as a fire. The students will role play dialing 911 on a disconnected phone provided and describe the kind of help needed to the person answering the call. Check the students for correct procedure.		

	Resources	
	Instructional	Community
PEOPLE HELP EACH OTHER TO BE SAFE		
Family Members		
(Local Objectives: SS-D.1; H.2, H.4; S-1.6)		
ACTIVITY: Explain what a family is. Have students name at least five people who might be in a family. Discuss similarities between family members and how each helps to be safe in the home. Ask students to give examples of how family members help them to be safe in going to and coming from school. Discuss other ways in which families help each other to be safe in the community.	*Families*, HBJ p. 52	#16 #25 #32 #20
Assessment: Have students name three ways that family members help each other to be safe in the home, school, or community.		
CIVIC RESPONSIBILITIES TOWARD SAFETY		
Family Safety Rules		
(Local Objectives: SS-A.1; S-15)		
ACTIVITY: Have students draw pictures that show them obeying a family rule. Ask them to share their pictures with the class. The following are descriptions of pictures that children can draw. • running up and down stairs, with sharp objects, on slippery surfaces • playing with matches, fire, candles • touching electrical appliances, electrical sockets, appliance coils, medicines, guns, tools, strange animals • playing in/around the street, swimming pool, playground	*Families*, HBJ pp. 52-55	#20 #17 #15 #32
Assessment: Have students state four rules that a family might have regarding safety in the home (Acceptable answers might involve: touching tools, knives, guns; answering the door; taking medicine; playing with matches; touching appliance coils.)		
Neighborhood Safety Rules		
(Local Objectives: SS-D.1)		
ACTIVITY: Show students the Safety Symbols Poster from the "Treasure Chest." Have students locate two symbols that tell where people may and may not cross the street. Ask students: Does our school have a crosswalk? What rules do we follow when we use the crosswalk? How do these rules help to keep us safe?	Treasure Chest, HBJ	#24b #25
Assessment: Have students name all the neighborhood safety rules they know. List them on the chalkboard. Ask students to put a check by the rules they have seen recently.		

PSYCHOLOGICAL SAFETY, GRADE 1

	Resources	
	Instructional	Community

BEHAVIOR AND CONSEQUENCES

Acting Responsibly

(Local Objectives: H-B.1, B.2)

ACTIVITY: Have students share examples of how they can be responsible, such as doing chores at home and taking care of pets. Explain that adults have responsibilities toward children that include caring for the health and safety of children. Have students draw pictures of people showing responsibility at school.

HBJ Health, p. 138	#27 #33 #20

Assessment: Duplicate Copying Master 39 on page 138 of *HBJ Health*, "Using Respect and Responsibility." The students will draw a circle around the pictures of children and adults showing respect and responsibility.

Inappropriate Touching

(Local Objectives: H-B.1, B.2)

ACTIVITY: Invite someone from the Rape Crisis Center to talk to the students about "Play It Safe," a program which addresses the issues of child sexual abuse, particularly what children should do when an older person or grown-up touches them inappropriately.

HBJ Health, p. 138	#30

Assessment: Show students pictures of appropriate and inappropriate touches by grown-ups. Have them indicate if each picture illustrates an appropriate touch by saying aloud "Yes" or "No."

DEVELOPING A POSITIVE SELF-CONCEPT

Feeling Special Toward Self and Others

(Local Objectives: H-B.1, B.2)

ACTIVITY: Have students look around at each other in the class and ask them if they notice anything special about how everyone looks. Explain that because there is nobody just like anyone else, each person is special. Have students color and cut out a medal to wear around their necks during the day. The medal says, "I am special because I am me!"

HBJ Health, p. 140.	#27 #33 #20

Assessment: Have students fold a piece of unlined paper into fourths and number the resulting four boxes 1-4. Have students draw a smiling face if the sentence below is true; have them draw a frowning face if the sentence is not true.

1. Each person is special. *(Smile)*
2. There is no one else exactly like you. *(Smile)*
3. All people are alike. *(Frown)*
4. Everything about you makes you special. *(Smile)*

	Resources	
	Instructional	Community

EMOTIONS AND THEIR EFFECTS

Recognizing That Feelings Change

(Local Objectives: H-B.1, B.2)

ACTIVITY: Read a story about a child who experienced several different feelings within a few minutes. After reading the story, ask the students to describe what happened to their feelings as they listened to the different things happening in the story. Did their feelings stay the same or change? Discuss how feelings can change.

Instructional	Community
HBJ Health, p. 7	#27 #33 #20

Assessment: Have students complete each of the following statements with one of the answer choices.

1. _____ feelings are important.
   Good All Sad

2. It feels good to be _____.
   sad happy afraid

3. Feeling _____ is part of being healthy.
   funny cold good

Community Resources for Physical and Psychological Safety

1. **Agency: All Saints Episcopal Hospital** — Program: Presentations
   Target Area: K-5 — Contact: Social Services Department
   Phone Number: 926-2544
   Description: Community education and referral to medical/health resources.

2. **Agency: American Heart Association** — Program: Heart Treasure Chest Kit (Grades K-1); Heart Explorers Kit (Grades 1-3)
   Target Area: K-5 — Contact: Pam Hodges or Patricia Evans
   Phone Number: 732-1623
   Description: Education to decrease heart disease.

3. **Agency: American Red Cross** — Program: Health Education and Safety
   Target Area: Grade 4 — Contact: Grace Palmer
   Phone Number: 732-4491
   Description: Basic first-aid courses and CPR on any level upon request.

4. **Agency: Because We Care, Inc.** — Program: Counseling/Presentations
   Target Area: PreK-5 — Contact: Sarah Brooke
   Phone Number: 336-8311, ext. 420
   Description: Because We Care Specialists are based at certain school sites throughout the FWISD. They provide services in education, prevention, intervention, after care to students and their families. Information and referral counseling related to drug and alcohol abuse.

5. **Agency: Bridge Association, Inc.** — Program: Spruce Emergency Youth Shelter; Teen Talk--Confidential Counseling 336-TALK
   Target Area: Grade 5 — Contact: Counselor on duty
   Phone Number: 877-4663
   Description: Individual, group, and family counseling on a short-term basis for youth.

6. **Agency: Catholic Social Services** — Program: Presentations/Counseling
   Target Area: K-5 — Contact: Theresa Rembert
   Phone Number: 926-1231
   Description: Family Counseling including parent-child, group, and individual. Presentations on self-esteem, feelings, and other personal issues.

7. **Agency: Center for Creative Living** — Program: A program for early childhood and elementary level school-age children. Parent-child counseling
   Target Area: PreK-5 — Contact: Diane McClain
   Phone Number: 429-0521
   Description: A learning center for creative thinking.

8. **Agency: Charter Hospital**
Target Area: Grade 5
Program: Substance Abuse, Self Esteem
Contact: Joe Milligan or Kimber Scott
Phone Number: 292-6844
Description: Awareness, education and prevention of chemical abuse. Psychiatric disorders.

9. **Agency: Circle T. Girl Scout, Inc.**
Target Area: K-5
Program: Presentations
Contact: Sandy Kautz
Phone Number: 737-7272
Description: Development of self-care skills.

10. **Agency: CPC Oak Bend Hospital**
Target Area: 1-5
Program: Counseling/Presentations
Contact: Denise Dugger
Phone Number: 346-6043
Description: Group and individual therapy on chemical dependency and psychiatric problems.

11. **Agency: Department of Human Services**
Target Area: PreK-5
Program: Presentations
Contact: Any worker who answers the phone
Phone Number: 335-4921 (24 hours)
Description: Accepts and investigates child abuse reports, refers child and family to agencies as needed; foster care is given, also.

12. **Agency: F.A.C.T.S. (Family Assessment, Consultation and Therapy Service) Inc.**
Target Area: Grade 5
Program: Counseling
Contact: Leslie R. "Dick" Brockman
Phone Number: 921-6858/654-FACT (metro)
Description: Counseling to individuals, groups, and families concerning anger control, sex abuse, and substance abuse.

13. **Agency: Family Services**
Target Area: K-5
Program: Counseling/Presentations
Contact: Margaret Kelson (for presentations)
Phone Number: 927-8884
Description: Individual, family and group counseling on a sliding fee scale. Presentations to teachers and parent groups. Play therapy is available.

14. **Agency: Fire Department, Fort Worth**
Target Area: K-5
Program: Fight Fire With Care
Learn Not to Burn
Contact: George Strahand or Cameron Brown
Phone Number: 870-6861
Description: A counseling program called "Fight Fire With Care," in conjunction with the Child Study Center. Available for juvenile firesetters ages 2-16. Also a program called "Learn Not to Burn," used by some schools in their curriculum. The purpose is to educate children about fire safety.

15. **Agency: First Texas Council of Camp Fire, Inc.** Program: I Can Do It, Too
Target Area: 1-3 Contact: Liz Fisk
Phone Number: 831-2111
Description: Self-reliance training skills program, teaching survival skills that children might need in the absence of adult supervision.

16. **Agency: Fort Worth Clean City, Inc.** Program: Sheriff Worth and Littering Lucy
Target Area: K-2 Contact: Sally Paremlee, Education Coordinator
Phone Number: 870-6306
Description: Volunteers assume characters of Sheriff Worth and Littering Lucy in a 20 minute educational presentation. Through interaction with two characters, students learn about the effects of littering.

17. **Agency: Fort Worth Fire Department** Program: Presentations
Target Area: K-5 Contact: Captain Roy Knight
Phone Number: 870-6865
Description: Programs and materials on fire safety and prevention of fires in the home.

18. **Agency: Fort Worth Fire Department** Program: Juvenile Firesetters Counseling Service
Target Area: PreK-5 Contact: Captain Les Burks
Phone Number: 870-6861
Description: Counseling service for children, ages 2-14, who have fire setting problems.

19. **Agency: Fort Worth Girls Club** Program: Presentations on sexual abuse and dealing with stress
Target Area: 1-4 Contact: Sally De Foor
Phone Number: 926-0226
Description: Presentations on three programs: Kidability on anti-sex abuse program on assertiveness skills for 1st-4th grades; Kids Can Cope on dealing with stresses of life for 1st-4th grades; and Preventing Teen Pregnancy on how to talk to parents about sexuality.

20. **Agency: Fort Worth Independent School District** Program: Presentations/Consultation on Screening Community resources, programs and materials
Target Area: K-5 Contact: Sarah Brooke
336-8311, ext. 420
Frank Staton
336-8311, ext. 481
Marvin Boyd
878-3821
Description: Conduct presentations or arrange presentations on self-esteem, peer pressure reversal, communication skills, family dynamics, substance abuse, refocusing self-defeating behaviors, refusal skills, and helping children who live with chemically abusive adults.

21. **Agency:** **Fort Worth Independent School District** Program: Charlie
Contact: Marvin Boyd
Target Area: 1, 3, and 5
Phone Number: 878-3821
Description: A drug education program which emphasizes living skills. The program is taught by parent or teacher volunteers, once a week for 24 weeks in grade 5, 17 weeks in grade 3, and 12 weeks in grade 1.

22. **Agency:** **Fort Worth Independent School District** Program: DARE
Contact: Marvin Boyd 878-3821; Lt. John Ratliff 877-8050
Target Area: Grade 5 at Dunbar Fifth and Sixth Grade Center and elementary schools in the North Side, Diamond Hill and Polytechnic High School Pyramids.
Description: Life Skills Drug Program taught by specially selected and trained Fort Worth Police personnel. Classes are taught once a week for 17 weeks.

23. **Agency:** **Fort Worth Independent School District** Program: McGruff being piloted in schools #80 and #64
Target Area: 1-3 Contact: Marvin Boyd
Phone Number: 878-3821
Description: A program which emphasizes safety including units on drugs.

24a. **Agency:** **Fort Worth Police Department** Program: Officer Friendly
Target Area: PreK-5 Contact: Lt. John Ratliff
Phone Number: 877-8050
Description: Two uniformed police officers work full time in ten (10) elementary schools at all levels PreK-5 grades. The officers carry a message to the children of safety including the importance of being drug free. In addition to classroom presentations, the officers work with individual children, conduct field trips, and discuss safety issues, including peer pressure, and how to deal with strangers

24b. **Agency:** **Fort Worth Police Department** Program: Presentation
Target Area: 3-5 Contact: Officer K. P. Middleton
Phone Number: 870-7153
Description: Safety precautions to take when traveling to and from school. Includes dealing with strangers, bicycle safety, crosswalk safety.

25. **Agency:** **Fort Worth Police Department** Program: Red Light/Green Light Program
Target Area: PreK-3 Contact: Andrea Harbaugh, Crime Prevention Specialist
Phone Number: 870-6600
Description: Personal safety program designed for children; film-discussion format; many topics covered.

26. **Agency:** **March of Dimes** — Program: Presentations on Safety
Target Area: K-5 — Contact: Laurie Lane, Director of Community Health Education

Phone Number: 284-2702

Description: Speakers and classroom presentations on health related subjects, i.e. prenatal care, nutrition, drugs. Free film library. Health career scholarships for qualifying high school seniors. Professional inservice in prenatal area. Limited financial assistance to post-polio patients.

27. **Agency:** **Mental Health Association of Tarrant County** — Program: Early Learning Materials and Felt Board Stories on identifying feelings
Target Area: K-5 — Contact: Carolyn Goodspeed

Phone Number: 335-5405

Description: Information, referral and educational services related to mental health. Programs on self-esteem and stress management.

28. **Agency:** **Parenting Guidance Center** — Program: Effective Parenting
Target Area: K-5 — Contact: Barbara Anderson

Phone Number: 332-6348
332-6399 (Warm line for parents)

Description: Counseling services for parents who desire to develop positive parenting skills.

29. **Agency:** **Poison Control Program** — Program: Poison Prevention Education with Cook Fort Worth Children's Hospital
Target Area: PreK-2 — Contact: Deborah Rubinson

Phone Number: 885-4371

Description: Program available to K-2 on a limited basis in fall and spring; fifteen minute program on poison prevention, demonstrated by use of puppets; slide presentation available for older children.

30. **Agency:** **Rape Crisis Program of the Women's Center of Tarrant County** — Program: Play It Safe
Contact: Susan Loving Harris
Target Area: K-5

Phone Number: 927-4039

Description: Personal safety with focus on sexual abuse.

31. **Agency:** **Rape Crisis Program of the Women's Center of Tarrant County** — Program: Counseling and emotional support for rape victims
Target Area: K-5 — Contact: Susan Loving Harris

Phone Number: 338-1126

Description: Emotional support for youth as they go through the trauma of medical and legal procedures and information sharing.

32. **Agency:** **Safety Council of Fort Worth and Tarrant County, Inc.** — Program: Safety Education Programs
Target Area: PreK-5 — Contact: Rommie E. Terrell

Phone Number: 831-0641

Description: School groups on safety education: Accident prevention and home safety.

33. **Agency:** **Tarrant Council on Alcoholism and Drug Abuse**
Program: Drug Education Puppet Show
Target Area: K-4
Contact: Kim Kirchoff, Director of Education
Pam Dunlop, Assistant Director
Phone Number: 332-6329
Description: Three different puppet shows aimed at different age groups (K-4); program for older youth above 6th grade. Covers topics on developing a positive self-image, effects of peer pressure, knowledge of drug safety.

34. **Agency:** **The Treatment Place (Parents United)**
Program: Individual therapy for the abused and abuser
Target Area: 1-5
Contact: Rita Foust
Phone Number: 877-3440 (24 hours)
Description: A counseling service for youth who have been sexually abused. A counseling program for the perpetrator.

TEACHER RESPONSE FORM

Teacher's Name (optional) _____ School _____

Name of Guide_____

Your comments and suggestions are needed in order to enhance the quality and usability of this curriculum guide. Please complete the following questionnaire and return to Dr. Nancy Timmons, Director of Curriculum by **February 2, 1990.**

	Agree - Disagree					Comments
1. The guide is **organized** in an effective, usable manner.	1	2	3	4	5	_____
2. The **statement of philosophy** reflects my ideas, opinions, and beliefs about the subject matter.	1	2	3	4	5	_____
3. The **goal statements** are broad, comprehensive and express the general aims and direction of the course(s).	1	2	3	4	5	_____
4. The **objectives** are clearly stated, appropriate, and measurable.	1	2	3	4	5	_____
5. The suggested **instructional activities** and **assessment items** are clearly described, aligned with objectives, and varied to accommodate different abilities and learning styles.	1	2	3	4	5	_____
6. The suggested **instructional units** are helpful in modeling the instructional planning process.	1	2	3	4	5	_____
7. The suggested **instructional strategies** section is helpful in planning for variety in teaching.	1	2	3	4	5	_____
8. The **resources**, **strategies,** and **planning** section is adequate and helpful.	1	2	3	4	5	_____

Additional comments/suggestions: _____

_____

_____

_____

NOTE: You are invited to submit your ideas, activities, and assessments for possible inclusion in the curriculum guides. Your input is welcomed and appreciated. Please include the **grade level, subject,** and **course objective(s)** for each submission.

Check the appropriate item(s)

_____ Teaching Activity

_____ Assessment Item

_____ Enrichment/Reteaching Activity

_____ Unit Plans

_____ Teaching Strategy

_____ Resource

_____ Other (_____)

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Dewey W. Mays, Jr., Director

Inas R. Carroll, Editoral Assistant

Angela Jimenez, Secretary

Edith Nichols, Departmental Secretary

Silvia Rodriguez, Production Secretary